

EMNERAPPORT, 2014 vår

EMNEKODE: MUF101 Musikk, kultur og samfunn

FAGLÆRER: Thomas Solomon (emneansvarlig) + 4 other lecturers

FAGLÆRERS VURDERING AV GJENNOMFØRING

Praktisk gjennomføring

The course consisted of a total of 25 meetings over two semesters (Fall 2013-Spring 2014), including 20 regular lectures, 1 writing seminar, and 4 seminars in which the students orally presented their group projects. The 20 lectures were divided between the areas of musicology (10 lectures), performance (5 lectures) and music therapy (5 lectures), shared by 4 lecturers. The exam consisted of a single *hjemmeeksamen*, an essay on a given topic, with advising given on a first draft, near the end of the Spring 2014 semester.

Karakterfordeling, strykprosent og frafall

48 students were registered for teaching in the class. All of these were also registered for the exam. 3 students lost the right to take the exam because they did not finish required obligatory activities. 44 students completed the exam and received a grade in Spring 2014.

Final grade distribution:

A = 0

B = 3

C = 18

D = 21

E = 2

F = 0

Studieinformasjon og dokumentasjon

A copy of the study plan for the class plus the full schedule for the course (lecture topics, assigned reading and listening for each lecture, paper assignment descriptions and due dates) was passed out at the information meeting at the beginning of the course. The study plan was also available on the student portal Mi Side.

Tilgang til relevant litteratur

Required textbooks were ordered at Studia, and copies were also available at the Grieg Academy Library. A compendium of articles was also made available at Studia.

FAGLÆRERS VURDERING AV RAMMEVILKÅRENE

Lokaler/undervisningsutstyr: Fall 2013 the class was taught in Stein Rokkans Hus, Auditorium 1080. This room did not have enough chairs (capacity 45), and on days with high attendance, some students had to sit on the floor. Spring 2014 the lectures were moved to Sydneshaugen skole, Auditorium Q (room 321), which was large enough, though the acoustics were not as good, and students sitting in the back said they could not always hear the lecturer. The data projector and sound system in both rooms worked OK most of the time, with occasional glitches.

FAGLÆRERS KOMMENTAR TIL STUDENTEVALUERING

Metode – gjennomføring - spørreskjema.

At the end of the next-to-last class meeting the teacher distributed a questionnaire to the students present. One student was designated to collect the questionnaires, put them in an envelope, and return them to the teacher's mailbox. Then the teacher left the room and allowed the students to fill the questionnaires out anonymously. 37 filled-out questionnaires were received, though some students did not answer all the questions, and only 25 added comments under "fritekst."

Summary of results / Emneansvarligs kommentarer

As evidenced by many of the comments under the "fritekst" heading on the evaluation forms, many of the students do not necessarily find this class (or certain parts of it) relevant to their course of study. A number of students commented on the three-subject structure of the course (musicology, performance, music therapy), saying that the different parts of the course did not hang together well, and that it was difficult to see a common thread running through them. Some students think there is too much pensum (ca. 1000 pages, though this is the standard for a 15 stp. course at this level, and in this case spread out over two semesters); many students reported that they did not read large parts of the pensum and spent a relatively low amount of time per week on this course. A few students had positive comments, however, and said that they thought the course was interesting and relevant, though these were in the minority. Overall, the scores for most of the questions went down in relation to last year, indicating low motivation for the course, a feeling that the course was not relevant for their major area of study, and dissatisfaction with the course content.

The very large size of the class this year (48 students registered, compared to 25 last year and 34 the year before) may be related to some of the negative attitudes expressed by the students, as they often seemed easily distracted during the lectures. The group project assignment also did not work as well this year as in previous years because much larger groups were required, and some students commented in the evaluation that in some cases a few students were doing much more work than their fellow students within their groups.

Overall, the grades in the course this year have gone down substantially in comparison to last year. Over half (52%) of the students this year received a grade of D or below, compared with 34% last year and 44% the year before. A full comparison of the grade distribution for the course for the three years it has now been taught is found in the table below.

Final grade distribution:

	2011-2012	2012-2013	2013-2014
A	0	2	0
B	4	4	3
C	12	11	18
D	7	6	21
E	4	3	2
F	2	0	0
total	29	26*	44

*Includes 2 students from the previous year who failed the exam then and re-took it the following year.

If the movement downward in the course grade distribution and in the students' evaluation of the course continues next year, it may be relevant to consider revising the course in terms of its organization, content and workload. Though an improvement in the students' general attitude toward the course and an openness to its content would also be beneficial.

Results from the questionnaire

EVALUERING / Student evaluation of course

Emne: MUF101 Musikk, kultur og samfunn
høst 2012-vår 2013 / Fall 2012-Spring 2013

Kryss av nedenfor. 1 står for laveste verdi, 6 for høyeste.

Cross off below. 1 is the lowest rating, 6 is the highest.

[37 completed questionnaires received. Some students did not answer all the questions. For questions involving a numerical rating, the number of answers received for each rating value is indicated under that value.]

1. Motivasjon for emnet?

1. How motivated were you in this course?

1	2	3	4	5	6
8	11	11	7		

2. Er du fornøyd med egen utvikling?

2. Are you satisfied with your own development in the course?

1	2	3	4	5	6
6	11	11	7	1	

3. Er du fornøyd med innholdet i emnet? Evaluér følgende momenter:

3. Are you satisfied with the course content? Evaluate the following aspects:

	1	2	3	4	5	6
Relevans for studiet Relevance for your Studies	9	19	6	1	2	
Progresjon Progression of course	7	11	11	7	1	
Nivå (1 = feil nivå, 6 = riktig nivå) Appropriateness of level of course (1 = wrong level, 6 = right level)	2	5	9	6	5	2
Undervisningsform og oppgaver Method of teaching and assignments	5	8	11	8	3	
Pensum Reading list	8	11	9	6		

4. Er du fornøyd med undervisningen?

4. Are you satisfied with the teaching?

1	2	3	4	5	6
3	8	14	9	3	

5. Er du fornøyd med organisering og informasjon?

5. Are you satisfied with the organization of the course and information given about it?

1	2	3	4	5	6
2	3	12	10	9	1

6. Er du fornøyd med rom og utstyr?

6. Are you satisfied with the room and equipment?

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
2	8	3	15	8	1

7. Er du fornøyd med din egen innflytelse mht faglig innhold og opplegg?**7. Are you satisfied with your own influence in regard to subject content and course plan?**

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
8	9	13	5	1	1

8. Totalvurdering av emnet**8. Total evaluation of course**

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
5	12	12	8		

9. Er du godt kjent med studieplanen?**9. Are you well-acquainted with the study plan?**

Nei/No Ja/Yes

17	20
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10. Hvor mange timer arbeider du med dette emnet i løpet av en uke (ikke inkludert undervisningsaktiviteter)?**10. How many hours do you work for this course during a week (not including class time)?**

mindre enn 5 5-10 mer enn 10
under 5 5-10 more than 10

33	4	
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11. How much of the pensum have you read?**11. Hvor mye av pensumet har du lest?**

mindre enn 20% 20%-80% mer enn 80%
less than 20% 20%-80% more than 80%

26	10	1
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12. Fritekstfelt.**12. Please comment in your own words on what you liked and didn't like about the course, and what you would suggest be changed or improved the next time the course is taught.**

[The answers given to this question are summarized above under “Emneansvarligs kommentarer.”]

[Original copies of the questionnaire responses kept on file by the emneansvarlig; available for examination on request.]

EMNERAPPORT, 2014 vår

EMNEKODE: MUG105 Music in world cultures

FAGLÆRER: Thomas Solomon

FAGLÆRERS VURDERING AV GJENNOMFØRING

Praktisk gjennomføring

The course consisted of a total of 13 meetings: 10 regular lectures and 3 seminars in which the students orally presented their semester projects. The exam consisted of an assignment portfolio with two assignments. The 10 regular lectures were all based on Powerpoint presentations with audio and video examples.

Studentenes profil, karakterfordeling, strykprosent og frafall

14 students completed the exam in the class and received a grade. 11 of the students were foreign exchange students, representing 9 countries including Germany, Spain, Italy, the UK, the USA, Poland, Finland, Hong Kong and the Czech Republic. There were two Norwegian students from the Grieg Academy and 1 Norwegian student from another department. Besides these, there were 2 students who lost the right to take the exam because they did not finish required obligatory activities.

Final grade distribution:

A	2
B	5
C	1
D	1
E	4
F	1

Studieinformasjon og dokumentasjon

A copy of the study plan for the class plus the full schedule for the course (lecture topics, assigned reading and listening for each lecture, paper assignment descriptions and due dates) was passed out at the information meeting at the beginning of the semester. The study plan was also available on the student portal Mi Side.

Tilgang til relevant litteratur

Required textbooks and sound recordings were available at Studia, and copies were also available at the Grieg Academy Library.

FAGLÆRERS VURDERING AV RAMMEVILKÅRENE

Lokaler/undervisningsutstyr: The class was taught in a room in Sydneshaugen skole. This room (capacity 40) was a little big for the number of students (16) taking the course. The data projector and sound system (usually) worked OK. It would be nice, however, if the class could be taught in one of the classrooms in the Grieg Academy. This would also help make students from outside GA who take the class more conscious of the fact that it is a GA class and raise the visibility of the department.

FAGLÆRERS KOMMENTAR TIL STUDENTEVALUERING

Metode – gjennomføring - spørreskjema.

At the end of the next-to-last class meeting I distributed a questionnaire to the students present. I designated one student to collect the questionnaires, put them in an envelope, and return them to my mailbox. Then I left the room and allowed the students to fill them out anonymously. I repeated this same procedure during the last class meeting with the students who had not been there the previous week. A total of 14 completed questionnaires was received. See below for summary of the results.

EVALUERING / Student evaluation of course

Emne: MUG105 Verdens musikk / Music in World Cultures
våren 2014 / Spring semester 2014

Kryss av nedenfor. 1 står for laveste verdi, 6 for høyeste.
Cross off below. 1 is the lowest rating, 6 is the highest.

[14 completed questionnaires received. For questions involving a numerical rating, the number of answers received for each rating value is indicated under that value.]

1. Motivasjon for emnet?

1. How motivated were you in this course?

1	2	3	4	5	6
		3	1	5	4

2. Er du fornøyd med egen utvikling?

2. Are you satisfied with your own development in the course?

1	2	3	4	5	6
		4	2	4	3

3. Er du fornøyd med innholdet i emnet? Evaluér følgende momenter:

3. Are you satisfied with the course content? Evaluate the following aspects:

	1	2	3	4	5	6
Relevans for studiet Relevance for your studies	1		4	3	2	3
Progresjon Progression of course		1		2	5	5
Nivå (1 = feil nivå, 6 = riktig nivå) Appropriateness of level of course (1 = wrong level, 6 = right level)			1	2	6	4
Undervisningsform og oppgaver Method of teaching and assignments				1	4	8
Lærebøker/lydopptak Textbooks/recordings				3	1	9

4. Er du fornøyd med undervisningen?

4. Are you satisfied with the teaching?

1	2	3	4	5	6
				4	9

5. Er du fornøyd med organisering og informasjon?

5. Are you satisfied with the organization of the course and information given about it?

1	2	3	4	5	6
			2	2	9

6. Er du fornøyd med rom og utstyr?

6. Are you satisfied with the room and equipment?

1	2	3	4	5	6
				2	11

7. Er du fornøyd med din egen innflytelse mht faglig innhold og opplegg?

7. Are you satisfied with your own influence in regard to subject content and course plan?

1	2	3	4	5	6
		4	2	6	1

8. Totalvurdering av emnet

8. Total evaluation of course

1	2	3	4	5	6
			3	5	5

9. Er du godt kjent med studieplanen?

9. Are you well-acquainted with the study plan?

nei/no	ja/yes
1	12

10. Hvilket årstrinn er du på?

10. Which year of study are you?

1.	2.	3.	4+.
	2	8	3

11. Hvor mange timer arbeider du med dette emnet i løpet av en uke (ikke inkludert undervisningsaktiviteter)?

11. How many hours do you work for this course during a week (not including class time)?

mindre enn 5	5-10	mer enn 10
under 5	5-10	more than 10
10	3	

12. Fritekstfelt.

12. Please comment in your own words on what you liked and didn't like about the course, and what you would suggest be changed or improved the next time the course is taught. You may write in Norwegian or English.

[13 answers received.]

1. I really like the way the lectures are mixed between lecturing, audio, video etc. Maybe a deeper integration between the exam and pensum would encourage me to read more.

2. I really liked the focus on learning different cultures of music, but that the graded work was on things outside of class. I felt like I could enjoy and really get to know musics around the world w/o the fear of a looming grade. I think I would have liked one more paper though, actually! Not sure what on, but I suppose only having 2 things in the gradebook scares me ☺

– that's a first. I did love the obvious passion that the course showed and that the professor was clearly dedicated/intrigued, as it made me more interested in the course itself.

3. I really have enjoyed this course. I have not put much effort on it, because I'm not getting credits for it, I think the organization was really good. I like a lot the way that was organized and all the examples and media content. I just would like to have had more musical knowledge myself, to understand it better. Thank you very much.

4. The only thing I did not like was the level of study. Of course I understand the requirement because not all international students have a very strong background in music. However the potential of the course is limited by this restriction, this is not the fault of Dr. Solomon, just a shame in the situation.

5. It was structured well and for people with different levels of musical knowledge. Being more specific about what to do the the assignments could be helpful.

6. – I thought a book review was a strange idea for an assignment at this level.

– I found the lectures very interesting and it was nice to explore the traditions of less familiar cultures.

– It was difficult to find time to make more detailed study into this course which is a shame – I think had I not been so busy with other class work and extra-curricular activities I would have got more out of the course.

7. I like the brief introduction of content, it is appropriate. Maybe one can have more tasks, but not too much, focus on motivation. It really opens my mind.

8. I really liked everything about this course. The contents of the course are very interesting, and I really liked the method of teaching of the professor. I wouldn't change nothing in this course.

9. I was really happy about picking this course, I really like how the information was shown and the knowledge was passed to us. I hope I'll do my masters here!

10. The teaching methodology was very satisfying for it encompassed both music-experienced and non-music-experienced students. Bringing examples of folk instruments from Bolivia and Africa was excellent as illustration. My only suggestion is that the meetings should happen at least twice a week.

11. The course was maybe too little demanding even though the teaching and methodology of the teacher were really good. The problem I had was, it didn't come into deep of the problem and most of topics were really superficial. It's a problem one lecture per week only – for myself I would add another lecture for course, to be more demanding and pushing one into at least a bit self-study. Otherwise I really enjoyed it. Thank you.

12. The lectures were very interesting because of the different approaches like the more technical aspects of music, the bringing of instruments to class, showing videos and listening to recordings. Also that you always recommend books is a very good thing. You're a very good lecturer, clearly very interested in the topics yourself. It's also very nice of you to print the lecture slides for us, and to even give them to use a week after when we missed the class. I would really like to work as an ethnomusicologist myself now because of what you told from your experiences. The only thing I didn't like was the book review because I feel it doesn't have anything to do with the class or our 2nd assignment. It was my favourite class

this semester and I'm sad that I won't be here anymore next semester. It would be great to have you as a lecturer at my home university.

13. The course is really good.

[Original copies of the questionnaire responses kept on file by the instructor; available for examination on request.]

Teacher's comments on the results:

The scores for the questions requiring a quantitative rating are consistent with those from previous years, in a few cases a bit higher. In general the students are satisfied with the class.